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ABSTRACT

Guidelines to help elementary and secondary educators in Pennsylvania teach U.S. history and Pennsylvania state history are presented. Educators in other states can also use or adapt the guidelines. The first part of the guide contains educational objectives for Pennsylvania state history in the fourth grade and for U.S. history in the fifth grade. For the junior-senior high school level, a planned course of study is presented. It is recommended that an American studies program, consisting of U.S. history and Pennsylvania state history, be taught in grades 9 and 10; grade 9 beginning with the first native Americans and concluding with the end of the Civil War, and grade 10 covering the reconstruction period to the present. Reasons for this "back to back" sequence are presented. Provided for the overall secondary level program are objectives, a content outline for each level, expected levels of achievement, and procedures for evaluation. A matrix comparing objectives of this program to the Goals for Quality Education in Pennsylvania concludes the publication. (RM)

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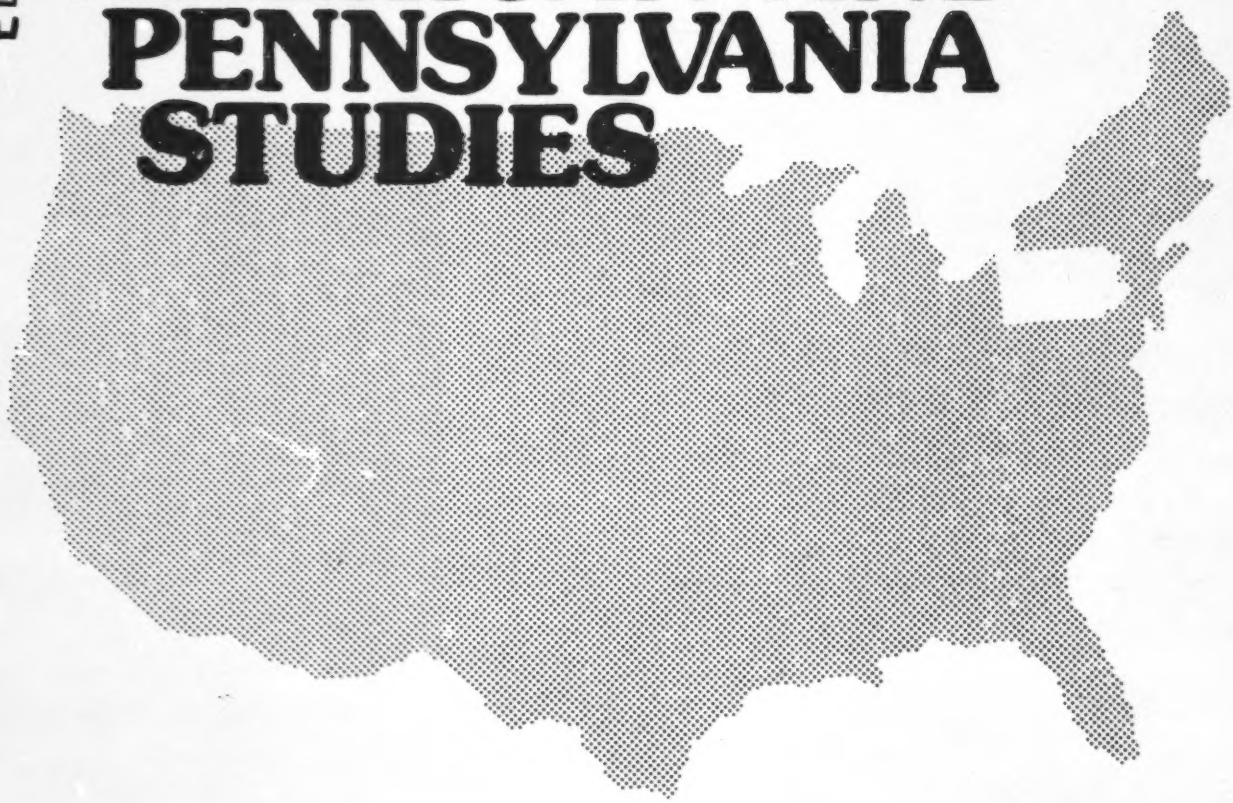

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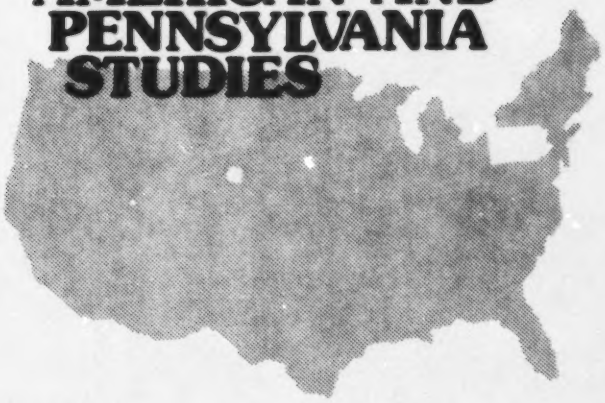

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INTRODUCTION

A major problem facing school districts and social studies teachers in the Commonwealth is a lack of an organized, up-dated set of guidelines pertaining to the study of American and Pennsylvania history and culture. Especially in this day, when a renewed emphasis on the teaching of American history as one of the basics in education has appeared, is there a need for a unified method of presentation. In addition to the study of American history, there is also a need for a recommended program in Pennsylvania history. For years, this aspect of the curriculum has varied greatly or even been neglected by school districts. Integrating these two areas of history into the mandated American Cultures' requirement has also posed problems. Another need, related to these areas, is the presentation of a planned course of study which many districts need for their Long Range Plan For School Improvement. Finally, an example of how to tie the objectives for American and Pennsylvania studies into the Goals for Quality Education would benefit many school districts.

The Pennsylvania Council for the Social Studies was charged by the Pennsylvania Department of Education with developing a document which would address the above needs. A task force was formed with broad representation. Elementary and secondary school teachers, university professors, a representative from the Pennsylvania Department of Education, and professional historians met and corresponded over nine months on this project. Input from other teachers and professionals was also sought. The end product was this document.

Due to the time constraints placed on the Task Force, the format of this document was limited. Originally charged with developing a recommended approach to the teaching of American and Pennsylvania studies in the 4th, 5th, 8th and

11th grades, the committee decided to formulate objectives for the elementary program and offer an example of a Planned Course of Study for the upper grades. Finally, a matrix has been presented showing the correlation between course objectives and the Goals for Quality Education in Pennsylvania.

ELEMENTARY PROGRAM OBJECTIVES

Following the practice in the majority of school districts in the Commonwealth, the Task Force supports the teaching of Pennsylvania studies in the fourth grade and American studies in the fifth grade. The Task Force also supports the idea that both of these should be broad survey courses. The following are two sets of objectives recommended for each respective grade level:

A. Fourth Grade Curriculum Objectives -

The Student Will:

1. Construct a map of Pennsylvania showing its physical features.
2. Locate specific counties and cities on a map of Pennsylvania.
3. Locate Pennsylvania on a United States and World map.
4. Given a map of Pennsylvania, the student will use the index and key to locate points of historic and topographic importance.
5. Plan a trip between two points within the state.
6. Demonstrate a sense of chronology in Pennsylvania history.
7. Identify the Indian nations of Pennsylvania and their contributions.
8. Understand the context and background of early settlers, including William Penn.
9. Recognize Pennsylvania as America's first multi-cultural society.
10. Describe the emerging colonial cultural groups in Pennsylvania and their cooperation in economic and political causes.
11. Explain some of the causes of the Revolutionary War and the effects the War had on the people in Pennsylvania.
12. Explain Pennsylvania's role in the Revolutionary War.
13. Recognize the importance of the early abolition of slavery in Pennsylvania.
14. Trace the economic growth of Pennsylvania in: Colonial industry, transportation and communication, and the industrial revolution.

15. Explain Pennsylvania's role in the Civil War.
16. Describe the economic growth of Pennsylvania after the Civil War.
17. Explain the growth of labor unions in Pennsylvania.
18. Identify the specific contributions of various races and ethnic groups (both men and women) to the history and culture of Pennsylvania.
19. Relate the history of their local community to the overall history of Pennsylvania.
20. Explain the basic structures and functions.
21. Know the symbols for the State of Pennsylvania
22. Identify the environmental richness and concerns in Pennsylvania, both past and present.
23. Demonstrate pride in the accomplishments of the people of Pennsylvania.
24. Demonstrate an understanding of the rights and responsibilities of a good citizen in their family, school, and community.
25. Demonstrate an appreciation for the diverse historical, topographical, and scenic aspects of Pennsylvania.

B. Fifth Grade Curriculum Objectives -

The Student Will:

1. Read and interpret simple maps, globes, graphs, and charts.
2. Use information from a variety of sources.
3. Work in group problem solving projects and activities.
4. Relate and Compare local, state and national history.
5. Determine the influence of the different countries on the exploration and colonization of America.
6. Compare Pennsylvania with the other colonies: reasons for founding, government, economy, and cultural factors.

7. Describe the importance of the French and Indian War.
8. Determine the multiple causes of the Revolutionary War.
9. Describe the development of the representative form of government in America.
10. Locate and identify the major geographical features of the United States.
11. Summarize the main ideas of the Constitution of the United States.
12. Know and provide examples of the freedoms guaranteed in the Bill of Rights.
13. Identify a set of important men and women in American history.
14. Trace the expansion of the United States territory after the Revolutionary War.
15. Explain how technology changed the economic life in the United States.
16. Compare the cultural characteristics of different regions in pre-Civil War America.
17. List the causes and effects of the Civil War.
18. Discuss the rapid growth of industry and technology following the Civil War.
19. Explain the rise of organized labor in America.
20. Determine the influence of Black Americans on the historical development of the nation.
21. Discuss the foreign policy of America in the 20th Century.
22. Describe the economic cycle in the United States during the 20th Century.
23. Compare and contrast the accomplishments of various administrations since 1900.
24. Recognize the changes in the arts, media, family, science, and leisure time in the 20th Century.
25. Trace the growth of civil rights in the 20th Century.

JR.-SR. HIGH SCHOOL PROGRAM

The most significant recommendation of the Task Force is the sequencing of an American studies program into grades nine (9) and ten (10); grade nine beginning with the first native Americans and concluding with the end of the Civil War, and grade ten covering the Reconstruction period to the present.

The Task Force recommends this "back to back" sequence for the following reasons:

1. The placement of American history in grades 5, 8 and 11 evolved in the 1890's and was entrenched in the 1916 NEA report from the Commission on the Reorganization of the Secondary School. Their reasons for this arrangement, immigration, child labor, leaving school at an early age, etc., have changed greatly, and yet the pattern they justified has remained.
2. The realities of life and history in Pennsylvania less than two decades before the 21st Century strongly suggest a curriculum design with more learning theory and developmental psychology in its rationale. Given the problems of content overlapping and omission combined with the well known "forgetting rate" for rarely used factual material, the two-year sequencing of American studies in grades nine and ten is far more efficient and consistent with modern learning theory.
3. The failure of many students to study contemporary American history and culture, i.e. the history in the living memory of themselves and their parents, should have led long ago to a mandated content course focusing on twentieth century America.

The Task Force recommends that the last required American studies course deal with the recent American past. The Task Force hopes to balance early and contemporary American studies in the two year sequence. We believe that America's 20th Century history should appear in the curriculum before it disappears from the calender.

The format used in presenting this recommendation will follow the Planned Course outline established by the Pennsylvania Department of Education. It will contain: objectives for the overall program; a content outline for each level; expected levels of achievement; and procedures for evaluation. It is hoped that this manner of presentation will assist school districts in meeting the planned course concept, mandated since 1969, in this program.

A. Overall Objectives -

The Student will be able to:

1. Distinguish between a fact and an opinion.
2. State a problem of contemporary or historical significance, gather data, formulate a hypothesis and deduce and critique conclusions drawn from it.
3. Identify the key facts in written, oral and other presentations of United States and Pennsylvania history and classify them according to political, social and economic patterns.
4. Critically analyze the reliability of the variety of sources (i.e., written, oral and physical) which the historian uses to develop his opinions.
5. Understand the processes by which historians draw inferences from the different types of sources he uses.
6. Explain an historical event through the application of multiple causation theory.

7. Analyze information from charts, graphs, tables and diagrams and relate it to course content.
8. Recognize that history is a "living subject", i.e. to recognize that the past is never "dead" but always being reinterpreted, reflecting the unique insights, values and prejudices of those who tell the story.
9. Understand their place in history by identifying their birthdates and that of their parents and grandparents and relating those dates to major events in United States and Pennsylvania history.
10. Understand how a study of United States and Pennsylvania history is of value to their contemporary life by recognizing that an appreciation for the political, social and economic aspects of American society can come from a critical examination of the country's past.
11. Develop a sense of appreciation for our common heritage, customs and institutions.
12. Exhibit respect for the dignity of the individual through actions in the classroom.
13. Display cooperative attitudes in group work.
14. Demonstrate the ability to think independently.
15. Demonstrate the ability to empathize and identify with the feelings of individuals and groups who have contributed to culture in Pennsylvania and the United States.
16. Demonstrate the ability to assume the responsibilities of citizenship and leadership.
17. Develop relationships between events in United States history, the history of Pennsylvania and that of their local community.
18. Understand the important effect of sectionalism in the formation of the United States.

19. Determine the geographic influences that have affected historical development of America.
20. Understand the origins and evolutionary development of United States foreign policy and the reciprocal role of the United States in global society.
21. Understand the evolution and function of the political system, including the structure, function and roles of government, the workings of political parties and interest groups, and guarantees of human rights in Pennsylvania and the United States.
22. Understand the evolution and function of the economy of the United States, including the roles of economic theory, natural resources, capital formation and market systems.
23. Discuss the history of organized labor in the United States and the Pennsylvania role in that development.
24. Understand the evolution and function of the family and other social institutions, the processes of socialization and the nature of social stratification in the United States.
25. Understand the pluralistic nature of society in the United States through attention to the contributions of men and women of various ethnic, racial and cultural groups.
26. Discuss the development of education in United States history and the role Pennsylvania played in the process.
27. Understand the role of the arts in historical and contemporary society in Pennsylvania and the United States.
28. Understand the struggle of Blacks, women, and other minority groups for political equality and economic gains in the United States.
29. Discuss the impact that wars have had on the political, social and economic development of the United States and Pennsylvania.

30. Understand the nature and function of leadership and authority in a democratic society.
31. Understand the role of industrial and technological developments in Pennsylvania and the United States.
32. Understand the right to dissent and how dissent has served as an agent of change in the United States.

Objectives 1 through 16 are skill and attitude oriented and appear throughout the entire program. Objectives 17 through 32 are cognitive, and indicators will be given in the content outlines as to where they fit into the curriculum.

B. Content Outline for 9th Grade Course: American and Pennsylvania History to 1865 -

1. COURSE OUTLINE	MATCHING OBJECTIVES
Unit 1: The First Americans	19
Geography of the Americas	
Arrival of the Asiatics	
Native American Civilization	
Unit 2: Exploration and Settlement	19
The Viking Voyages	
European Explorers	
European Settlements in the New World	
Unit 3: Settlement of the English Colonies in America	17, 19, 28
The Role of Geography	
Jamestown and Plymouth	
New England Colonies	
Middle Colonies - Pennsylvania	
Southern Colonies	
Unit 4: Cultural, Economic, and Political Life in Varied Colonies	17, 19, 21, 22, 24, 25, 26, 31
Population and Demography	
Agriculture and Slave Trade	
Intellectual and Religious Life - Penn's Experiment	
Trade and Labor	
Early Systems of Government - Pennsylvania's Model	

Unit 5:	Extension of the European Wars	17, 19, 29
	Anglo-French Worldwide Rivalry	
	French and Indian War	
	Role of Pennsylvania in the War - The Ohio Valley	
	Political Consequences of the War	
Unit 6:	American Revolutionary War	17, 21, 22, 29, 30, 32
	Political, Social, and Economic Causes Of The War	
	Phases of the War	
	Continental Congresses	
	The Declaration of Independence	
	Pennsylvania's Role in the War	
	The Flight of the Tories to Canada	
Unit 7:	Search For A National Government	17, 18, 19, 21, 25, 30, 32
	The Articles of Confederation - First Attempt at a National Government	
	Constitutional Convention	
	The Constitution of the United States	
	Battle for Ratification	
	Pennsylvania's Constitution - Case Study	
Unit 8:	The Federalist Era	17, 18, 19, 20, 21, 22, 30
	Washington's Two Terms	
	Financing the Government, the National Bank, and Land Policies	
	The Whiskey Rebellion - Western Pennsylvania	

Unit 8: - continued

Rise of Political Parties

Alien and Sedition Acts

Unit 9: World Events Affect the United States 19, 20, 22, 29, 30

Jeffersonian Democracy

Jefferson's Accomplishments

Power of the Supreme Court - John Marshall

War of 1812 - Second War of Independence

Monroe Doctrine

Unit 10: Jacksonian Era (1824-1840) 17, 19, 21, 22, 25, 30

Jacksonian Democracy - Era of the Common Man

Rise of the Spoils System

The Industrial Revolution

Early Immigrants

Jacksonian Politics

Agriculture Revolution

Unit 11: Age of Reform (1820-1850) 17, 23, 24, 25, 26, 27, 28

Religious Foundations

Temperance Movement

Anti-Slavery Movement - The Pennsylvania Quakers and Free Blacks

Women's Rights - Lucretia Mott of Pennsylvania

Early Labor Movement

Unit 12: The Nation Expands (1840-1850) 19, 20, 22, 29

The Geography of the West

Western Movement

Mexican - American War

New Land Acquisitions

Unit 13: Sectionalism — 17, 18, 19, 21, 22, 24, 25, 28, 31

- Life in the North, South and West - Economic, Geographic, Social and Demographic Differences
- Immigration
- Crisis over Slavery
- The Compromises - Free vs. Slave States

Unit 14: The Civil War — 17, 19, 21, 28, 29

- Multiple Causes of the War - Political, Social, and Economic
- Military Strategies
- Political, Social and Economic Effects of the War
- Pennsylvania's Role in the War

2. TIME

Class meets for 40-50 minutes per day, five days per week for one school year. Suggested time allotment for units:

Units 1 - 6 completed by January
7 -10 completed by April
11 -14 completed by June

3. METHODS

a. Pre-Test each unit
b. Lectures
c. Class and small group discussions
d. Research
e. Oral History reports
f. Role Playing activities and Simulation Games

h. Computer programs

i. Photograph analysis

j. Case Studies

k. Analyzing charts, graphs and maps

4. RESOURCES

a. Textbook and supplementary readings

b. Media material

c. Local Historical Society

d. County Historical Society

e. State or Federal Parks, Monuments, etc., in the community

f. Historical sites in the community

g. Publications of historical interest by groups and organizations -

Centennial publications - clubs, societies, places of worship
Anniversary celebration editions of local governments
School yearbooks and special publications

h. Local newspaper records

i. Business/Professional publications -

Telephone directories
Street directories

j. Chamber of Commerce

k. Local Government Records -

Fire Department
Police Department
Planning

l. Political Parties

m. Local History buffs

n. Older persons in the community

o. Service/Social Clubs

p. School District Headquarters and Schools

q. Houses of Worship

r. Cemeteries

C. Content Outline for the 10th Grade Course: American and Pennsylvania History since 1865 -

1. COURSE OUTLINE		MATCHING OBJECTIVES
Unit 1:	Review of material prior to 1865	
Unit 2:	The Reconstruction 1865-1878	18, 21, 28, 30
	Conflicting Plans for Restoring the Union	
	Failure of Presidential Recommendations for Reconstruction	
	Impeachment of President Johnson	
	Radical Reconstruction	
	Minority Rights - Discrimination Made Legal	
Unit 3:	The End of the Frontier 1865-1890	19, 22, 24, 25, 28
	The Native American Makes a Last Stand on the Plains	
	"Americanizing" the Native Americans	
	Cattle Kindgdom/Cowboys' Image - The Media vs. Reality	
	Miners Help to End the Frontier	
Unit 4:	Industrial Revolution 1870-1900	17, 19, 21, 22, 23, 24, 25, 26, 28, 30, 31
	Rise of Big Business/Growth of Capitalism-Pennsylvania a Case Study	
	Laissez - faire Policy of Government	
	Growth of Technology/Inventions - Pennsylvania Leads the Way	
	Immigrant Labor/Force	
	Farmer Grievances	
	Growth of Labor Unions/Farmer Alliances - The Grange Founded in Pennsylvania	

Unit 4:	continued	
	Changes in American Society - the Growing Importance of Public Education	
Unit 5:	The Gilded Age/Reform Parties 1870-1890	17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 32
	From the Spoils System to Civil Service	
	Labor Struggles	
	Women Fight for Equality	
	Problems of the City	
	Mosaic vs. Melting Pot	
	Birth of a Political Movement - the Populist Party	
	Realism and the Expansion of the Arts	
Unit 6:	The Progressive Movement	17, 21, 22, 23, 25, 27, 28
	Local and State Beginnings/Urban Municipal, Women, and Black Reform	
	The Square Deal - Trust Busting, Conservation	
	New Wave of Immigration	
	Influence of Literature and Drama	
Unit 7:	Emergence of a World Power 1890-1914	17, 19, 20, 21, 22, 29
	Expansionary Beliefs/Imperialistic Stirrings?	
	The War with Spain	
	Consolidating the New American Empire	
	Building and Protecting the Panama Canal	
	America in World Trade	

Unit 8:	World War I 1914-1920	17, 20, 21, 22, 24, 25, 29, 30
	The New Freedom/Woodrow Wilson	
	Unneutral Neutrality/Isolationism	
	Causes of World War I	
	Military Action	
	War Abroad and on the Home Front	
	Wilson and Peace/American Politics	
	Founding of the League of Nations	
Unit 9:	"Return to Normalcy"	17, 19, 20, 21, 22, 23, 24, 25 26, 27, 28
	Republican Ascendancy	
	Prohibition and the Rise of Organized Crime	
	Life in the Jazz Age	
	Blacks and Farmers in the Blues Age	
	Resurgence of Isolationism	
	America Closes Her Doors	
Unit 10:	The Great Depression 1929-1941	17, 21, 22, 23, 24, 26, 28, 30
	The Stock Market Crash/Causes of the Depression	
	Hoover's Attempts to Solve the Problem	
	Effects of Worldwide Depression	
Unit 11:	The New Deal 1933-1940	17, 21, 22, 23, 24, 25, 30, 32
	Election of FDR	
	First New Deal	
	Second New Deal	
	Opposition to the New Deal	
	Rise of the Labor Unions	

Unit 12: World War II 1941-1945 — 17, 19, 20, 21, 22, 25, 27, 28, 29, 30, 31

Isolationism to Involvement

War in Europe/Pacific Pre-Involvement

December 7, 1941

War and Its Changes on the Homefront

Military Activities

Hiroshima - A Cloud Over the Future

United Nations Formed

Unit 13: Postwar World 1945-1960 — 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32

The Marshall Plan

Cold War/Yalta to Cuba

United Nations, Its Changing Role

Truman and the Korean War

Fair Deal Programs

The General Becomes a President

Rise and Fall of Senator McCarthy

The 50's: the Birth of Television - A Cultural Revolution

Unit 14: The New Frontier and the Great Society — 17, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32

Leadership Passed to a New Generation - John F. Kennedy

New Frontier at Home and Abroad

Assassination Ends the Frontier/Enter Johnson

The Great Society a "New Deal"

Civil Rights/100 Years After the Civil War - the Black Revolution

Unit 14 - continued

Johnson and the Vietnam War

Revolution in Mores and Music, Taste and Technology

Liberation Movements

Unit 15: A Crisis of Public Confidence in America 17, 20, 21, 22, 25, 27, 28, 29, 30, 31, 32

The Nixon Years - Opening of China

End of a War and the Resignation of a President

The Ford Administration

America Enters a Third Century

Carter Years: Domestic and Foreign Problems

Reagan Elected President

The Age of the Computer

2. TIME

Class meets for 40-50 minutes per day, five days per week for one school year. Suggested time allotment for units:

Units 1 - 6 completed by January

7 -10 completed by April

11 -15 completed by June

3. METHODS

a. Pre-Test each unit.

b. Lectures

c. Class and Small Group Discussions

d. Research Papers and Projects.

3. Oral History reports

3. METHODS - continued

   f. Role Playing activities and Simulation Games

   g. Audio-Visual aids

   h. Computer programs

   i. Photograph analysis

   j. Case Studies

   k. Analyzing charts, graphs and maps

4. RESOURCES

   a. Textbook and supplementary readings

   b. Media material

   c. Local Historical Society

   d. County Historical Society

   e. State or Federal Parks, Monuments, etc., in the community

   f. Historical sites in the community

   g. Publications of historical interest by groups and organizations

      Centennial publications--clubs, societies, places
      Anniversary celebration editions of local governments
      School yearbooks and special publications

   h. Local newspaper records

   i. Business/Professional publications

      Telephone directories
      Street directories

   j. Chamber of Commerce

   k. Local Government Records

      Fire Department
      Police Department
      Planning

   l. Political Parties

   m. Local History buffs

4. RESOURCES - continued

n. Older persons in the community

o. Service/Social Clubs

p. School District Headquarters and Schools

q. Houses of Worship

r. Cemeteries

D. Expected Levels of Achievement -

1. Levels of achievement are organized as follows:

a. Mainstreamed - Students should be able to study all materials and demonstrate the acquisition of concepts and skills at a minimal level.

b. Core - Students should be able to study all materials but with potential for higher levels of achievement in the development of concepts and skills.

c. Advanced - Students are expected to study all materials but should attain higher scores on tests and develop skills and concepts to a more sophisticated level of accomplishment.

2. Upon completion of each unit the students will be able to:

a. Identify the major personalities in this period of American and Pennsylvania history.

b. Describe the similarities in events with the periods of history.

c. Identify, list chronologically, and describe the major events of the unit.

d. Discuss the major political, legal, economic, and cultural concepts in the unit.

e. Understand the basic social studies terminology on the unit.

f. Demonstrate an understanding of map skills in relation to the unit.

g. Use non-text materials in relation to the unit.

h. Communicate understanding of the unit in verbal and written forms.

i. Discuss examples of cause and effect in the unit.

j. Demonstrate an appreciation and/or pride in the American and Pennsylvanian aspects of the material found in the unit.

k. Cite appropriate events in state and local history in each unit.

3. A student is expected to receive at least a minimum passing grade on a written examination covering the material in the unit with special attention to those items listed in Section B above.

E. Methods of Evaluation -

1. Unit Tests
2. Quizzes on Specific Areas
3. Non Paper and Pencil Evaluations
4. Mastery Tests (Standardized)
5. Written and Oral Reports
6. Creative Writing Dealing with a Specific Topic
7. Homework
8. Observation of Performance in the Classroom
9. Projects
10. Simulation Games
11. Role Playing Exercises
12. Debates
13. Map Work
14. Interpretation of graphs and charts

APPENDIX

Matrix Comparing Objectives to Goals of Quality Education

The twelve Goals of Quality Education are:

I - Communication Skills

II - Mathematics

III - Self-Esteem

IV - Analytical Thinking

V - Understanding Others

VI - Citizenship

VII - Arts and Humanities

VIII - Science and Technology

IX - Work

X - Family Living

XI - Health

XII - Environment

A. Fourth Grade Objectives -

GOALS	OBJECTIVES
I	10, 11, 14, 15, 16, 17, 19, 20
II	1, 2, 3, 4, 5
III	23, 24
IV	1, 5
V	7, 9, 10, 13, 18
VI	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 23
VII	7, 8
VIII	6, 14

GOALS	OBJECTIVES
XII	4, 22

B. Fifth Grade Objectives -

GOALS	OBJECTIVES
I	2, 3, 4, 7, 9, 11, 15, 18, 19, 21, 22
II	1, 10
IV	1, 3, 4, 6, 11, 16, 17, 23
V	5, 13, 16, 20, 24, 25
VI	5, 6, 7, 8, 9, 11, 12, 14, 15, 17, 18, 19, 21, 22, 23, 25
VII	24
VIII	15, 18, 24
XII	10

C. Jr.-Sr. High Objectives -

GOALS	OBJECTIVES
I	6, 23, 26
II	7
III	10, 11, 12, 13
IV	1, 2, 3, 4, 5, 6, 7, 14, 17
V	15, 18, 25, 28
VI	8, 9, 16, 17, 18, 19, 20, 21, 22, 23, 26, 29, 30, 31, 32
VII	27
VIII	31
X	24
XII	19, 31